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HOTEL AND MOTEL HOUSEKEEPING AIDE, A SUGGESTED TRAINING PROGRAM.

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A LOCAL TRAINING PROGRAM TO PREPARE HOTEL AND MOTEL HOUSEKEEPING AIDES CAN BE DEVELOPED FROM RESOURCE MATERIAL IN THIS GUIDE. PROGRAM OBJECTIVES ARE TO PREPARE TRAINEES TO PERFORM THE JOBS INVOLVED IN KEEPING HOTEL OR MOTEL ROOMS CLEAN, TO FOLLOW CORRECT PROCEDURES IN USING EQUIPMENT AND SUPPLIES REQUIRED IN CARING FOR BEDROOMS AND BATHROOMS, AND TO USE OTHER SKILLS NEEDED IN CHECKING ROOMS FOR CUSTOMER READINESS. THE COURSE IS SUGGESTED FOR 60 HOURS WITH UNITS PLANNED TO MEET THE PROGRAM OBJECTIVES. SUGGESTIONS ARE INCLUDED FOR PLANNING EXPERIENCES, EVALUATING ACHIEVEMENT, AND ACQUIRING FACILITIES. THE TEACHER SHOULD HAVE A HIGH SCHOOL EDUCATION OR MORE AND HAVE SOME ABILITY TO TEACH. THE TRAINEE SHOULD BE FUNCTIONALLY LITERATE, IN GOOD HEALTH, AND ABLE TO WORK UNDER SUPERVISION. CRITERIA FOR JUDGING TRAINEE READINESS FOR EMPLOYMENT ARE LISTED. THIS DOCUMENT IS AVAILABLE AS GPO NUMBER FS 5.287--87003 FOR 20 CENTS FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (MS)

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Hotel and Motel Housekeeping Aide

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U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, Office of Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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MANPOWER DEVELOPMENT AND TRAINING PROGRAM

Hotel and Motel Housekeeping Aide

A SUGGESTED TRAINING PROGRAM

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education . Division of Vocational and Technical Education

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FOREWORD

THE MAJOR ROLE of home economics training in vocational education has been to assist youth and adults to prepare for the responsibilities and activities of homemaking and the achievement of family well-being. Although this role will continue to be a responsibility of home economics education, many socioeconomic changes affecting women and families require that home economists now assume, to a greater extent than in the past, the responsibility of providing training for wage earning. An increasing number of women find it necessary to spend part of their lives in some wage-earning occupation. In addition, many employed homemakers and community agencies find it necessary to secure assistance in the care of family members or in the provision of other services that contribute to more satisfactory family life.

A series of work conferences held in 1963, under the direction of the Professional Services Section of the Manpower Development and Training Program, U.S. Office of Education, brought together national leaders in adult education in home economics, who, in cooperation with workers in other branches of vocational education and several national organizations and agencies, selected nine service occupations for which to prepare suggested training materials. These occupations, based on home economics knowledge and skills, provide a service to families within an institutional or community setting or within the home. Suggested resource materials from which to develop a training program that meets the needs of a particular group of trainees have been prepared for each of the nine occupations. The job analyses and job descriptions used in the suggested training programs were prepared for inclusion in the revised edition of the Dictionary of Occupational Titles, issued by the U.S. Department of Labor.

This guide for Hotel and Motel Housekeeping Aides provides resource material from which a local training program can be developed. It is recognized that the experience and education of trainees will vary, as will the aims and needs of the employers of the trained Housekeeping Aide. A suggested schedule for training is included, but the training program should be adapted to each group of trainees. This publication will be useful for the development of training programs that will enable women to acquire competencies having a valid wage value and needed in serving the public.

Walter M. Arnold
Assistant Commissioner for
Vocational and Technical Education

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TRAINING PROGRAM FOR HOTEL AND MOTEL HOUSEKEEPING AIDES

Developing Course Plans

The following suggestions are for training persons who are to be employed as Hotel and Motel Housekeeping Aides. In this training guide the title Hotel and Motel Housekeeping Aide is used.

Teachers must adjust and adapt the suggestions in this guide to the needs of the particular group they are teaching because the duties which the employing agency expects of the Housekeeping Aide may differ from community to community, and the trainees will vary in education, experience, and ability. In addition to having first-hand information concerning job requirements, the teacher must secure as much information as possible about the trainees. The specific objectives, teaching methods, and time allotted to each aspect of the training can be adjusted to the local situation and to the trainees.

Job Functions

Hotel and Motel Housekeeping Aides perform the various duties required for cleaning and making up guest rooms and other areas in hotels and motels. The Aides work under the supervision of the Housekeeper, the Assistant Housekeeper, or the Manager.

Program Objectives

To prepare trainees:

1. To perform the jobs involved in keeping hotel or motel rooms clean, orderly, and ready for use of paying guests;
2. To follow correct procedures in handling cleaning materials and equipment required in changing bed linens, cleaning rooms, and making bathrooms sanitary;
3. To know the procedure to follow regarding articles found in the room;
4. To acquire skill in quickly checking a room to make sure everything is in readiness for the next occupant.

Teacher Qualifications

A qualified teacher will have no less than a high-school education and have some ability to teach. She will have competency in housekeeping techniques for hotels and motels. It is desirable that she also have had some work in institutional management training. She should be able to coordinate the work and should have training in teaching methods, particularly in the use of curricula for vocational education classes.

Background of Trainee

A trainee should be functionally literate, be in good health, and be able to work under supervision.

Length of Course and Course Units

A course of 60 hours is suggested for training. The following suggested time in hours for each of the four units can be used as a guide for planning a course to meet trainee and community needs.

Course Unit	Title	Hours
I	Orientation to the Nature and Scope of the Work	6
II	Starting the Workday	4
III	Use of Equipment and Supplies and Safety Precautions	8
IV	Procedures for Cleaning Hotel and Motel Rooms	42
	Total	60

COURSE UNIT I

ORIENTATION TO THE NATURE AND SCOPE OF THE WORK

Suggested Training Time — 6 Hours

Objectives

To orient trainees to the services and work of Hotel and Motel Housekeeping Aides. During this unit, trainees will develop a job philosophy and learn how to maintain good working relations with other people.

Course Unit Outline

A. Developing a job philosophy

1. Scope of the work
   a. Knowledge of the hotel or motel house regulations concerning employee procedures
   b. Cleaning rooms and preparing them for new guest occupancy
   c. Types of security procedures to protect guests and worker
2. Value and importance of the work to employer, guests, and self
3. Advantages of employment in this field
4. Advancement opportunities

B. Maintaining good working relations

1. Desirable personal qualities—courtesy, cooperation, punctuality, dependability, honesty, ability to follow instructions, neat appearance, and ability to work swiftly and steadily

C. Basic conditions of employment

1. Typical standards and regulations
2. Wages
   a. Local scale
   b. Tax deductions
3. Social Security
   a. Purposes and benefits
   b. Deductions
4. Insurance and Workman's Compensation
   a. Purposes and benefits
   b. Deductions
5. Labor relations
   a. Hours of work
   b. Industrial standards for women

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Hertz, Barbara Vallentine. *Where Are Your Manners?* Chicago: Research Associates. 1960.

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Pfeiffer, William B., and Voegele, Walter O. *The Correct Maid for Hotels and Motels.* New York: Ahrens Publishing Co. 1962.

Miscellaneous

Bulletins from local Social Security Office

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COURSE UNIT II

STARTING THE WORKDAY

Suggested Training Time — 4 Hours

Objectives

To familiarize trainees with ways to start the workday effectively and pleasantly.

Course Unit Outline

A. Dressing for work

1. Personal hygiene essentials
2. Good grooming—well-combed hair, clean finger nails, appropriate make-up
3. Suitable clothing—fresh uniform daily, and appropriate shoes

B. Checking in for work

1. House rules for starting the day's work—common procedures
   a. Sign in or punch the timeclock
   b. Get room pass key from the Housekeeper or linen room
   c. Obtain room report to learn number of vacancies and number of occupied rooms to be made up
   d. Get blanks on which to make work report
   e. Go to linen room to get the amount of linen and supplies needed to make up the double and single rooms on the assigned room report
   f. Arrange supplies neatly on work cart and proceed to section assigned for work

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Dahl, Creta. *The Efficient Maid's Manual.* Stamford, Conn.: Dahl Publishing Co. 1947.

Helpful Hints for Sheraton Maids. Sheraton Corporation of America.

Schneider, Ethel C. *Hotel Housekeeping Standards and Employee Schedules.* Stamford, Conn.: Whitlock Press, Inc. 1940.

The Waldorf-Astoria Manual—Volume IV, Part I House Keeping Department. Stamford, Conn.: Dahl Publishing Co. 1949.

COURSE UNIT III

USE OF EQUIPMENT AND SUPPLIES AND SAFETY PRECAUTIONS

Suggested Training Time — 8 Hours

Objectives

To develop skills in the use and care of cleaning equipment, materials, and supplies; to learn basic safety practices.

Course Unit Outline

A. Use and care of equipment and supplies

1. Cleaning equipment
   a. Vacuum cleaner—proper use of attachments and dust removal
   b. Electric or hand brooms—how and where used
   c. Wet and dry mops—how and where used
2. Cleaning and sanitary supplies
   a. Soaps and detergents
   b. Special cleaners
   c. Disinfectants
   d. Other sanitary supplies

B. Safety practices

1. In room
   a. Turn on lights before entering darkened room
   b. Empty wastebaskets by turning upside down over old newspaper
   c. Use care in handling furniture to avoid back strain, splinters, or cuts
   d. Check electric cords to prevent someone from tripping over them
2. In bathroom
   a. Use step stool when hanging shower curtains (NOT edge of tub)
   b. Watch for razor blades
3. Other safety measures
   a. Be alert to broken glass on floors
   b. Use knob when closing door (NOT edge of door)
   c. Do not plug in vacuum or other electric appliances when hands are wet

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COURSE UNIT IV

PROCEDURES FOR CLEANING HOTEL AND MOTEL ROOMS

Suggested Training Time

42 Hours

Objectives

To help trainees develop the skills and knowledge they will need to clean and straighten a hotel or motel room.

Course Unit Outline

A. Major steps in making up a room

1. Entering a room
   a. Check indicator on lock or look for "Do not Disturb" sign to see if room is occupied
   b. Knock on door with fingers, not keys, if room seems to be vacant

c. Unlock door, and announce yourself "the maid." If occupant is still in room, withdraw quietly
d. Fill out room report indicating condition of each room
e. Report to housekeeper before starting work in the room

2. Prepare vacated rooms for new guests. (Vacated rooms are cleaned and made up first, so that the front office can make them available to new guests.)
   a. Open door wide and keep open until room is finished
   b. Turn on every light to test bulbs and report or replace those burned out
   c. Raise blinds to check if working properly
   d. Open windows or adjust air conditioner according to instructions
   e. Note any damage or missing items on room report
   f. Report any personal articles left by guests
3. Cleaning the room
   a. Empty partly filled glasses in toilet and take to service shelf
   b. Empty ash trays on to dampened newspaper, not into toilet; wipe tray
   c. Empty wastebaskets on to dampened newspapers, check for guest articles in trash, roll up newspaper, put in trash bag on cart
   d. Wipe out wastebasket, and put in fresh bottom liner
   e. Collect and wrap all soiled linen in a sheet and place in soiled linen bag in cart
   f. Make up bed according to procedure required by the supervising housekeeper, and turn mattress on specified days
   g. Clean furniture and woodwork
      (1) Clean and polish all wooden furniture, dust inside of drawers of chest and report any guest belongings, check for extra blanket stored in chest
      (2) Dust telephone and disinfect mouthpiece
      (3) Dust upholstered furniture with a brush or a vacuum attachment
      (4) Wipe venetian blinds, baseboard, door moldings, and window sills with dust cloth or damp cloth
4. Cleaning the bathroom
   a. Clean medicine cabinet, mirror, and light fixtures
   b. Clean soap dish and wash basin using the cleaning materials required by the management
   c. Polish bowl and fixtures with clean, dry cloth
   d. Clean soap and dust from wall tile over tub
   e. Wipe shower curtain or sliding glass doors with damp cloth
   f. Clean rubber bath mat and hang it over edge of tub
   g. Scrub, dry, and polish bathtub
   h. Clean inside of toilet bowl with brush and put in disinfectant
   i. Wash seat and outside of bowl with disinfectant, and apply the paper band indicating sanitary cleaning
   j. Dust inside of door and window sill
   k. Scrub floor, according to house procedures
   l. Replace bath rug if soiled
5. Cleaning the closet
   a. Dust shelf and racks checking on correct number of hangers
   b. Scrub closet floor or if carpeted, use vacuum cleaner
   c. Replace laundry bag
6. Replacing guest supplies
   a. Hang number of fresh towels required for each room, and place fresh bath mat
   b. Replace wrapped soap, sterilized drinking glasses, toilet tissue, or other items supplied by the management
   c. Replace stationery and telephone pads
7. Cleaning the floor
   a. Vacuum the carpet
   b. Clean carefully under furniture and in corners

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TEACHING THE COURSE

Planning the Learning Experiences

The objectives of a training program are achieved by learning experiences designed to help the trainees develop those behaviors and abilities designated in the objectives. Each experience should serve a definite function and should not be introduced because it is traditional or "modern" or because it is satisfying to the teacher.

A good teacher constantly reminds herself that "covering" the topics outlined for a course does not automatically result in learning. She knows that effective learning experiences should be planned by visualizing what the trainee must be able to do on the job. The job analysis will be an important guide, because the class experiences must be realistic and based on work situations for which the training is being given. Each trainee needs opportunity to apply her understandings and abilities to the different kinds of problems she may face.

A variety of learning experiences will be needed to develop the kinds of abilities required in home and community service occupations. Creativity is a key in providing meaningful experiences for a particular group. The successful teacher will see new ways to synthesize, adapt, and revise experiences to fit the unique characteristics of the group and fulfill the requirements of the job.

These are some planned experiences to be considered:

A. Experiences that will add to and enrich the background of trainees

1. Bringing employers to class to give information on nature of the job
2. Using persons from special fields such as mental health, geriatrics, nutrition or dietetics, child development, medicine, public health, and housing to extend basic knowledge and answer questions
3. Providing reading material appropriate to age and reading ability
4. Using movies, filmstrips, charts, tape recordings, or other audiovisual materials to present specific information (it will be necessary for teachers to preview films, filmstrips, and tapes for appropriateness of and familiarization with the content)

B. Experiences which help develop insight and desirable attitudes

1. Playing out roles of people who might be involved in a work situation
2. Visiting with prospective employers who are to benefit from services to be given by trainees
3. Comparing methods of doing a task by making simple time and motion studies
4. Reacting to situations illustrated in movies, cartoons, or short dramas
5. Making planned trips to representative places of employment

C. Experiences in analyzing work situations and solving problems

1. Considering a specific employment problem or work situation. The situation presented must be realistic. (If actual cases are studied, anonymity should be maintained.) The teacher should ask questions which lead trainees to recognize the problem, to decide what additional information might be needed, and to suggest and evaluate solutions.
2. Developing step-by-step work schedules for some aspects of the job
3. Working out typical problems in a laboratory situation

D. Experiences to develop specific skills and abilities

1. Watching demonstration of a technique, with follow-up practice in class, laboratory, in own home, or in a situation provided by cooperating employer(s)
2. Observing and participating in specific activities in places similar to those where trainee will be employed
3. Experimenting with different arrangement or placement of equipment and supplies, or different techniques for completing a job
4. Acting out situations such as interviewing a prospective employer, repeating directions given, or getting help from a supervisor

E. Some teaching methods which help trainees draw conclusions and summarize important ideas

1. Circle discussion—each member tells of something she observed on a field trip or in a film that would be useful to an employee
2. Buzz group—a small group of trainees applies a principle to new situations
3. Summarizing panel—2 to 5 members of the class review important ideas presented in a class session
4. Summary sheets—brief summaries of major ideas, important facts, or steps in a work process, prepared by the teacher for distribution to trainees at the end of a lesson

Evaluating Achievement

Major functions of evaluation in a program designed to prepare individuals for wage-earning:

1. Assessing basic abilities of persons desiring to enroll in the training program as a basis for selection
2. Determining needs and backgrounds of trainees as one basis of setting up specific goals for the course
3. Measuring the extent to which trainees achieve the goals

Evaluation made for these purposes also will give the teacher a basis for developing learning experiences, modifying course plans, and selecting appropriate references and teaching materials. The needs, backgrounds, and abilities of potential trainees can be assessed by teachers in informal interviews with each person. Personal data sheets and more formal measurement of reading ability and aptitudes for the job may be supplied by vocational counselors or employment service offices.

An integral part of planning a course is selecting some means for checking the progress of each trainee. The desired understandings, attitudes, and abilities are described in the objectives. Course plans must include:

1. Ways of observing each trainee's progress toward achieving objectives
2. Methods of recording observations so progress may be assessed

A teacher can obtain some clues to progress from the trainee's participation in class and from individual conferences. An "anecdotal record," which is a factual report of what the trainee says or does, needs to be written at frequent intervals. Evaluation of the anecdotes should not be attempted until a number of observations has been recorded and at a time when the teacher's feelings and emotions are least likely to influence her judgment.

A rating scale may be used to indicate the level or quality of trainee accomplishment. Three levels are commonly used such as "very good," "acceptable," "not acceptable." (An experienced teacher may use one with 5 to 7 levels, but those used by trainees should be less complex.) The accomplishments being evaluated should be stated specifically and the meaning of the different levels on the scale should be indicated clearly so that all persons using the scale have a common under-

standing of the meaning of each rating. A check-off type of list can be used by both teacher and trainee to record completion of learning activity or achievement of some measurable skill. Rating scales, sometimes called "score cards," may also be developed to rate a completed task.

Evidence of trainee accomplishments should be compiled throughout the training course. Since observations are more valid if made in realistic situations, much of the evaluation will usually take place in laboratory and practice sessions.

Planning the Lesson

The best guide or lesson plan is, of course, one that has been prepared by the individual teacher, based on personal experience and manner of teaching. Although teachers differ in their ways of organizing and coordinating important parts of their presentations, they agree that the purpose of a lesson is effective and meaningful classroom instruction.

Written plans may be very brief, but the good teacher will know before the class starts:

1. The goals or objectives of the lesson—the kind of learning desired
2. The outline and suggested time schedule for the lesson, including
   a. An interest approach—a way to introduce the lesson, to capture the interest of the trainees and to direct their attention to the lesson's goals or objectives
   b. Activities which will involve the trainees in discovering new facts and principles, solving realistic problems, or practicing skills
   c. A way to summarize the lesson—to help trainees arrive at some valid conclusions and /or to evaluate the extent to which lesson goals have been achieved
   d. Assignments of additional study or practice
3. The subject matter content—the facts and principles or main ideas to be brought out in the lesson
4. The teaching materials and references to be used

Teaching Facilities

In addition to all-purpose home economics rooms and toilet facilities, the use of local hotels and motels for observation of job-related techniques, equipment, and materials will contribute to the effectiveness of the course.

Because all of the suggested facilities will not be available in every community, it remains for the teacher to modify or supplement these suggestions.

1. Hotels, motels, school dormitories, YWCA's

   Visits to these or similar facilities offer trainees excellent opportunities to observe housekeeping aides at work. Particular attention can be focused on methods, procedures, and equipment used in cleaning and straightening up rooms.
2. Local cooperating hotels and motels

   Through visits to cooperating hotels and motels, trainees can observe and practice the techniques and procedures for cleaning rooms, work simplification, and similar activities. Trainees will gain practical experience by cleaning and straightening up a complete hotel or motel room and bath, using the equipment and materials of the cooperating hotel or motel.

3. Rooms in recreation centers, libraries, schools, housing centers

   Rooms in any of these institutions may provide space and facilities for class meetings. Of particular interest are rooms which contain bulletin boards and chalkboards, and are suitable for use of audiovisual aids.

4. Hospitals and rehabilitation centers

   Visits to these institutions offer trainees a chance to observe methods of cleaning and straightening up rooms where sanitary procedures are extremely important.

5. Local appliance stores

   Local stores usually display useful cleaning equipment, not all of which may be available for class practice sessions or demonstrations. Much can be learned about the use, operation, and care of the equipment through demonstrations conducted during a well-planned visit.

Criteria for Judging Trainee Readiness for Employment

The criteria which serve as guides in determining whether the trainee is ready for employment as a Hotel and Motel Housekeeping Aide will be more intangible than in some occupations. However, some understanding of human frailties and needs, and some insight into how to provide services is of such importance that every attempt should be made to evaluate trainee progress.

The use of various evaluative devices is necessary for the teacher and the trainee. The following competencies are important to develop or to strengthen during the training program. They will serve as additional guides for the kinds of learning experiences to be included in the training program.

A. Personal qualities

1. Courtesy, friendliness, and tact in dealing with supervisor, fellow workers, guests
2. Acceptable appearance—good grooming, cleanliness and neatness in dress, sensible choice of clothing
3. Good personal habits—honesty, sobriety, orderliness, cleanliness, mental alertness, punctuality, reliability
4. Acceptable attitudes—calm, cooperative attitude toward work
5. Understanding of own role and that of others

B. Activities showing knowledge, understanding, and skills

1. Demonstrates ability to work with minimum immediate supervision
2. Understands and conforms to instructions or directions
3. Demonstrates effective management of time
4. Demonstrates techniques and methods for keeping a room clean, sanitary, and orderly
5. Demonstrates ability to handle not fewer than 18 hotel or motel rooms per day
6. Demonstrates understanding of basic safety precautions
7. Demonstrates care and use of cleaning equipment and supplies—vacuum, mop, carpet sweeper, broom, detergents, disinfectants

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This is one of a series of nine training guides for Home and Community Service Occupations.

A. Community-Focused Occupations Which Use Home Economics Knowledge and Skills

1. Child Day-Care Center Worker
2. Management Aide in Low-Rent Public Housing Projects
3. The Visiting Homemaker
4. Hotel and Motel Housekeeping Aide
5. The Supervised Food Service Worker

B. Home-Focused Occupations Which Use Home Economics Knowledge and Skills

1. Clothing Maintenance Specialist
2. Companion to an Elderly Person
3. Family Dinner Service Specialist
4. The Homemaker's Assistant